

Blackie School Education Plan

Our Education Plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support and success of each learner.

Follow Links to:

[AERR Summary 2020](#)

[Blackie School Website](#)

Green= Continue with adjustments

Purple = New or newly started

Red = Complete or discontinued

Blackie School is a small, but mighty rural school in the Hamlet of Blackie. Located just East of High River, Blackie School serves families from the Hamlet as well as from the surrounding rural areas in both the Foothills and Vulcan Counties. Originally built in 1913, the school once housed students up until Grade 12. Today, with a population of just over 100 students, Blackie School programs for students in Junior Kindergarten to Grade 8. Blackie School is rooted in tradition.

Our school has 15 staff members who work either full or part-time, with both the principal and vice-principal having the opportunity to provide instruction as well. Because of the small number of students who attend, it is likely each teacher will have an opportunity to interact at a personal level with each student at least once during the course of a school week. The majority of the older students have been taught by most of the teachers on staff. Combined, these two factors lend themselves to creating an environment where children know they are an important part of a thriving community.

Parents play a vital role supporting learning in our school. On any given day we have a handful of volunteers in our school, helping out in the classroom, setting up for events and prepping hot lunches. Outside of the day to day operations our school enjoys a partnership with a very active and supportive school council and fundraising committee. School council and fundraising have worked hard to support a number of learning needs in our school and have provided important

consultation around school operations. In order to provide the best possible education experience for our students we value all feedback from our parent community.

Within each classroom, teachers are committed to providing high quality instruction for students. Our team has devoted much of their professional learning time to transfer learning so that our students have the opportunity to demonstrate their knowledge and skills learned in the classroom to new and unique situations in alternate settings. We have also worked intentionally to build staff efficacy and awareness of the social-emotional needs of our students. To this end we worked closely with the Minds Matter mental health team in order to build staff capacity in dealing with child and adolescent mental health.

Our school shares a strong bond with the surrounding community, we have often been a hub during Christmas concerts, spring performances and various athletic events throughout the school year. This connection will be further strengthened when modernization is complete on the physical space which will enable various community groups to hold events in the building.

School Highlights and Celebrations

- Established a safe, caring and welcoming environment for all members of our school community
- Recently underwent a modernization that will update our physical space, allow for more variety in programming complementary courses and connect us more deeply to community groups
- Focus on outdoor learning where we have seen benefits in both academics as well as social emotional outcomes
- Commitment to developing strong inclusive teaching and learning practices to support all learners
- Strong focus on leadership development where our students take ownership of leading various celebrations throughout the year
- Partnership with Ecole Highwood High School to build effective transition plans for our grade 8 students

Providing Assurance

Our School's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our School's effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- o Developing/updating plans based on results, contextual information and provincial direction.
- o Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- o Implementing research and practice-informed strategies to maintain or improve performance across domains.
- o Monitoring implementation and adjusting efforts as needed.
- o Measuring, analyzing and reporting results.
- o Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- o Communicating and engaging with stakeholders about school plans and results.

Key insights from results analysis of the impact of Engagement, Support and Success strategies Strengths and Areas for Refinement (list 4-8 key insights)

Strengths:

- Our students identify Blackie School as a safe, caring and welcoming learning environment. Evidence of this can be found in our SOS-Q data.
- High level of parent engagement on local measures
- Strong sense of community and understanding of our students as belonging to everyone

Areas for Refinement:

- Internal Resilience in our student population has been identified as an area focus as per SOS-Q survey results.
- **Staff focus on developing best practice in teaching numeracy**
- Continued focus placed on inclusive teaching and assessment practice
- Continue refining process to communicate to parents about supports students can access outside of regular instruction

Engagement

for each learner

Engagement that is timely, meaningful and collaborative

Our story of engagement for each learner at our school (anecdotal evidence)

Blackie School is a safe and caring place that welcomes all members of our learning community. We have a highly collaborative school team that regularly meets in order to enhance and refine the vision and mission of our organization and to create high quality learning opportunities for each learner.

Student voice is of the utmost importance in school improvement. As we prepare students for 21st century learning through the lens of the competencies of successful learners, it is a responsibility of our school team to give them a platform to demonstrate these competencies. In Blackie school this platform takes shape in both formal and informal ways. Monthly meetings between Student Matters representatives and the school administrative team provide opportunity for students to engage in conversations around decision making, education plan progress and refinement of student engagement strategies. As we plan forward it will be important to embed the concepts of Engagement, Support and Success in our school vision and mission so that they can be referred to regularly with our entire student body, thus creating the conditions where communication with students provides assurance to all stakeholders.

Throughout the year we revisit our education plan with our staff team. On an ongoing basis our team makes evidence based decisions that informs practice on the universal, targeted and when necessary individual levels. Strategies to improve teaching and learning in our school are developed and reflected upon and refined during PLC meetings and professional development days. It is important to note that decisions around learning are made collaboratively to promote consistent learning experiences school wide, while also respecting staff autonomy to work with students in a manner they feel is most effective given their context.

Our parent community are strong partners in learning at Blackie School. We regularly engage with our active and invested school council that has great interest in advancing educational opportunities for all learners. Most recently our school council has pushed for improvement of

learning by spearheading the campaign to have our building modernized. Their partnership in this effort will lead to improved academic and social emotional programming for students in every grade across our school. Throughout our time here at Blackie School we have maintained an open door policy with our parent community who have proven to be open, honest and collaborative communicators that have the best interest of their children at heart.

During our recent modernization we have had the good fortune to work closely with a number of community groups and associations. We have partnered with the Blackie Agricultural Society in the past in order to access the arena for both our skating and hockey programs. More recently we worked in conjunction with the Ag Society to move our entire school into the arena for part of May and June in the 2021 school year. Part of the rationale behind the modernization of our school was to make the physical space more amenable to community group use. To this end the Blackie Lions Club has been engaged in both the design aspects as well as making a substantial financial contribution to our community kitchen. Our partnership with the Lions dates back much further than recent modernization as they have been key partners in supporting learning in our school for a number of years.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p>Advance stakeholder engagement and communications</p> <p>Advancing stakeholder engagement practices and communication strategies ensures our School is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible and easy to understand information about the progress and performance of our School in relation to provincial assurance domains and the Division priority of engagement, support and success for each learner.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> • stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system. • communication provides assurance. 	<ul style="list-style-type: none"> • Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School. • Stakeholder engagement informed decision making and education plans.
<p>Strategies</p> <p><i>Strategies are actions taken to achieve goals and desired outcomes.</i></p>	<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p>	

<p>Strategy 1: Student Engagement - Open, honest and regular opportunity for students to engage directly with the administrative team around strengths and areas for refinement in the school. This could include monthly focus group meetings with Student Matters reps as well as other students across all grade levels.</p> <p>Classroom suggestion box - Reps can look through the boxes and brainstorm ideas/solutions</p> <p>Field trips/ Interest projects/ Passion projects.</p> <p>Strategy 2: Staff Engagement - Weekly Tuesday briefings followed up with briefing notes for all staff. Weekly, embedded PLC meetings to work towards support and success goals.</p> <p>Strategy 3: Parent Engagement - Time during school council meetings to update families on Ed. Plan progress and to gather feedback on learning and operations.</p> <p>Strategy 4: Community Engagement - Regular meetings with Blackie Community Association, Blackie Ag Society and Blackie Lyons Club in order to continually monitor how the school and community groups can support each other. This will be of particular importance when modernization is complete and we will be sharing physical space.</p> <p>Strategy 5: Communications - Weekly news letter (Blackie Bark) from admin team to keep families and community apprised of school activity. Teachers will continue to develop communication plans that outline how learning will be regularly communicated from the classroom level.</p>	<p>Provincial</p> <ul style="list-style-type: none">● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. <p>Local</p> <ul style="list-style-type: none">● Stakeholder Participation Rates: Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities.● Stakeholder Involvement: Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having voice in education planning and decision making.● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)	
<p>Goal <i>Desired Result</i></p> <p>Advance evidence-based continuous improvement and assurance.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none">● Building relationships.	<p>Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none">● The School's Education Plan and Annual Education Results Report (AERR)

Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.	<ul style="list-style-type: none">● Engaging with education partners and stakeholders.● Creating and sustaining a culture of continuous improvement and collective responsibility.	<p>represent evidence-informed decision making and continuous improvement.</p> <ul style="list-style-type: none">● The School’s Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities.● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans.● The School provides assurance to the government, local stakeholders and the public that they are fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.
<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none">- School wide, year long, student driven playground design inquiry project: As part of our modernization we have been allocated funds to update our playground, to this end our entire student body along with our community are collaboratively engaged in the design process. This project is an extension of our divisional work on Learning for Transfer. (Project Complete - June 2022)- Develop student focus groups - led by Student Matters - to discuss and implement best practices around communication and collaboration- Engaging student voice in developing and implementing a strong CTF program that takes advantage of our physical spaces and connects to learning in core subject areas.		<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none">● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.● Continuous Improvement: Increase in percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.● Overall Quality of Basic Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. <p>Local</p> <ul style="list-style-type: none">● FSD School Assurance Survey: Increase in percentage of teachers, parents and students satisfied with Assurance Measures.

- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Assurance Links for ENGAGEMENT

[Parent Perspective: Safe/Caring/Welcoming](#)

[AERR Summary 2020](#)

Support

for each learner

Learning environments that are welcoming, caring, respectful, safe and inclusive.

Our story of support for each learner at our school (anecdotal evidence)

Our story of support at Blackie School begins with an open, trusting and honest culture where voice is valued and perspectives are thoughtfully considered. Our school team works closely with students and families to determine individual needs and plan to meet those needs

accordingly. It is our belief that we must support both the heart and head of each student in order to create a safe environment where learning can be maximized. We are intentional about using the language of the competencies of a successful learner as we support student well being and growth.

As a team we have invested considerable time and resources into supporting the wellness of everyone in our school community. Early data indicated that our grade 5-8 students were struggling with resiliency and self confidence. In order to address these areas we took the step of accessing our Minds Matter team, implemented regular start of week and end of week circle time where students could share their thoughts and ideas and engaged our Student Matters committee to brainstorm root cause and potential strategies to mitigate them.

In our short 3 years at Blackie School our team has worked intensively on developing a school wide philosophy on Inclusive learning and then actualizing that philosophy by implementing practical strategies to support each learner. As an example the early work of our PLC team was to define our vision and mission around inclusive learning and then start creating a pragmatic continuum of supports that could be used to support each learner in class.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p>Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> • Learners contribute to developing and advancing cultures of wellness and well-being. • Learners contribute to and feel welcomed, cared for, respected and safe. • Learners access a continuum of support. <p>“Students will learn</p> <ul style="list-style-type: none"> • to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change • to build resilience and positive mental health skills for suicide prevention • to know the difference between and how to manage health stress and traumatic stress” <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11</i></p>	<ul style="list-style-type: none"> • Improved wellness and wellbeing in students and staff . • All students and staff demonstrate understanding and respect for the uniqueness of all learners. • All learning environments are welcoming, caring, respectful and safe. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Improved understanding of an inclusive education system is shared by all education partners. • Improved collaboration with education partners to support learning. • Improved wrap around services and supports that enhance conditions

	<p>“As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds.”</p> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17</i></p>	<p>required for optimal learning and wellness.</p> <ul style="list-style-type: none"> Structures and systems continually improve to support learning and meet the needs of students, families, staff and communities.
<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes (Share 1 to 3 Strategies).</i></p> <ul style="list-style-type: none"> Continued focus on Social Emotional Learning Regular Wellness Check in with students. Dedicated Wellness time on PD Days 		<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> Safe & Caring: Increase in percentage of teachers, parents and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. <p>Local</p> <ul style="list-style-type: none"> SOS-Q (Student Orientation to School Questionnaire): Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Desired Result</i></p> <p style="text-align: center;">Advance our Continuum of Supports</p> <p>Continue to develop and advance our continuum of support.</p>	<p style="text-align: center;">Outcomes</p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve.</i></p> <p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p>	<p style="text-align: center;">Indicators</p> <p style="text-align: center;"><i>Indicators of achieving outcomes.</i></p> <p>Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</p>

	<p>“A board, as partner in education, has the responsibility to</p> <p>(e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education.”</p> <p><i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports.”</p> <p><i>Alberta Guide to Education, Page 27</i></p>	<ul style="list-style-type: none">● Students and staff demonstrate understanding and respect for the uniqueness of all learners.● Learning environments are welcoming, caring, respectful and safe.● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.● Education partners fulfill their respective roles with a shared understanding of an inclusive education system.● Collaboration with education partners to support student learning and well-being.● Wrap around services and supports that enhance conditions required for optimal learning and student well-being.● Structures and systems support learning and meet the needs of students, families, staff and communities.
<p>Strategies</p> <p><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none">- Refine, display and continually refer to our continuum of supports that was first developed in fall 2019.- Dedicated time during PLC meetings to deepen understanding around Universal, Targeted and Individualized supports and how they apply to particular students in our school.	<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none">● Program Access: Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.● Students at Risk: Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely. <p>Local</p> <ul style="list-style-type: none">● SOS-Q (Student Orientation to School Questionnaire): Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.	

	<ul style="list-style-type: none">● School Continuum of Supports Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.● School-based Students’ Matters Engagement Evidence from student analysis of information gathered from student generated engagement opportunities created through Students’ Matters.● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
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Assurance Links for SUPPORT

For Further Information Follow Links to

[Staff Wellness and Student Well-being](#)
[Parent Learning Link](#)
[Staff Learning Link](#)
[Student Learning Link](#)
[Student Wellness](#)
[Safe and Caring Learning Environments](#)
[Support for Each Learner](#)
[Continuum of Supports](#)

Success

for each learner

Student Growth and Achievement
Excellence in teaching, learning and leadership

Our story of success for each learner at our school (anecdotal evidence)

Learning in our school is diverse with many formal and informal opportunities for students to demonstrate their knowledge, skills and understandings in a number of settings. Defining personal excellence has been at the core of our work with our students, staff team and parents. We have an understanding that all learners are at different places in their educational journey, but when we give them voice in what excellence means to them they are empowered to learn and grow to their fullest potential. It is our aim to help students understand where they are, where they want to be and how to get there.

As a staff team we have worked to develop high quality literacy and numeracy supports in our school. PLC groups work collaboratively to design learning opportunities that can be universally accessed by the students in our school. More targeted supports take shape in the form of targeted reading and numeracy intervention groups that are supported by both teachers and support staff. Benchmarking assessments such as RRST, F&P and GRADE are used to help determine which students might require small groups support, but these assessments are combined with teachers' professional judgement in order to best support student need.

Over the last year we have made the decision to focus more whole heartedly on learning outdoors. Each grade level has begun undertaking the process of looking at curricular outcomes and then orienting teaching and learning strategies toward those outcomes in an outdoor setting. This learning has taken shape in the form of simple tasks like taking a class outside to read and then having them reflect on the story, as well as more complex learning tasks like reviewing science vocabulary through an orienteering activity. Both teachers and students have reported that in the outdoor setting students are more engaged, more calm and more reflective on their work. As we have seen these benefits this learning will continue to be a priority moving forward.

Our school is extremely fortunate to have a maker centered learning commons where students can create and build in a variety of ways with a number of materials to demonstrate their learning. In the coming years we see this space (supported by both teachers and learning commons facilitator) becoming central to student learning in our school, especially as we work to build teacher capacity around innovation, design and maker centered learning.

Goal 1 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p>Advance innovation and design</p> <p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p>“Students will integrate the board knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations.” <i>AB ED Ministerial Order on Student Learning, p. 2</i></p> <p>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<p>Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</p>
<p>Strategies</p> <p><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> - Create and implement a strong complimentary course program (Gr. 5-8) using new CTS space - Create student agency by involving them in programming choices 	<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Program of Studies: Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. ● Work Preparation: Increase in percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. ● Citizenship: Increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. <p>Local</p> <ul style="list-style-type: none"> ● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, 	

		<p>Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS.</p> <ul style="list-style-type: none"> ● MyBlueprint: Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool. ● Learner Profiles: Growth in student achievement in maker-centered learning/CTF/CTS and competency development. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p>Goal 2 <i>Desired Result</i></p> <p>Advance learning for transfer Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners will be able to explore and develop their skills and passions and achieve their highest potential.</p> <p>Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</p> <p>“Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52</i></p> <p>“Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts.” <i>The Guiding Framework for the Design</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● Improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts. ● Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.

<p>Strategies</p> <ul style="list-style-type: none"> - Deep focus on understanding new curriculum and the opportunities provided within it for deep and transfer learning - Targeted professional learning around design and assessment practice that supports learning for transfer in our PLC groups and on Collaborative Learning days. 		<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Overall Quality of Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. ● Lifelong Learning: Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <p>Local</p> <ul style="list-style-type: none"> ● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS. ● Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. ● School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p>Goal 3 <i>Desired Result</i></p> <p>Advance First Nations, Métis and Inuit student success</p> <p>Advance First Nations, Métis and Inuit student success by providing high quality instructional programs and educational services for our</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>First Nations, Métis and Inuit learners are successful.</p> <p>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers,</p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● Improved programs, services, and strategies for First Nations, Métis and Inuit student success. ● All students, teachers and school leaders learn about First Nations, Métis and Inuit

Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	<p>Cultural Advisors, local leaders and community positively impacts learner success.</p> <p>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>“Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.” <i>AB ED Ministerial Order on Student Learning, p. 2</i></p>	<p>perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.</p> <ul style="list-style-type: none">● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs.● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.
<p>Strategies</p> <p><i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <p><i>(Share 1 to 3 Strategies)</i></p> <p>- Connect our Indigenous Learning Lead teachers with Divisional Indigenous Learning Facilitator in order to create embedded time at PLC meetings and PD Days to advance staff understanding of First Nations, Metis and Inuit histories, contributions and perspectives.</p>		<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none">● Learning Outcomes (PAT & Diploma):<ul style="list-style-type: none">○ Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students. <p>Local</p> <ul style="list-style-type: none">● RRST (Reading Readiness in English & French): Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.● GRADE (Literacy Assessment in English): Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.● MIPI (Math Assessment in English & French): Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

		<ul style="list-style-type: none"> • Evidence of tools, services and strategies that demonstrate advancing FSD First Nations, Métis, and Inuit learner success. • Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators. • Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p>Goal 4 <i>Desired Result</i></p> <p>Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners are literate and numerate</p> <p>Students will have the literacy and numeracy competency to engage in learning across the content areas</p> <p>“Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” <i>AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> • Improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) • Improvement in foundational numeracy and mathematical knowledge and skills for all students
<p>Strategies <i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> - Literacy Intervention Program developed and implemented across all grade K-8. - Flexible groupings between classes to allow for targeted intervention 		<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> • Learning Outcomes (PAT & Diploma):

<ul style="list-style-type: none">- Timely and accurate and regular data collection to inform instructional decisions on literacy and numeracy.	<ul style="list-style-type: none">o Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science. <p>Local</p> <ul style="list-style-type: none">● RRST (Reading Readiness in English & French): Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations.● GRADE (Literacy Assessment in English): Increase in percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.● MIPI (Math Assessment in English & French): Increase in percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.● School Professional Learning Plans indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment.● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)	
<p>Goal 5 <i>Desired Result</i></p> <p>Advance excellence in teaching, learning and leading that results in improved student growth and achievement.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide-range of evidence to advance teaching, learning and leading.</p> <p>FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help</p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none">● Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.● Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice.

	students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56	<ul style="list-style-type: none">Teachers and leaders improve their professional practice in learning for transfer.Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.
<p>Strategies</p> <p>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</p> <ul style="list-style-type: none">Focus on Learning for Transfer on all PD days for staff in order to build teacher efficacy. This professional learning will be brought to life for students through our school wide playground planning project.		<p>Measures and Targets</p> <p>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</p> <p>Provincial</p> <ul style="list-style-type: none">In-service jurisdiction needs: Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. <p>Local</p> <ul style="list-style-type: none">FSD Professional Learning Survey: Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
Assurance Links for SUCCESS		
For Further Information Follow Links to		

[FSD Student Learning Link](#)

[Parent Learning Link!](#)

[Staff Learning Link](#)

[*Innovation and Design/Career Futures*](#)

[*FSD Truth and Reconciliation For Learner Success Toolkit*](#)

[*Numeracy Excellence Commitments and Literacy Excellence Commitments*](#)

[Seven Grandfather Teachings First Nations Métis Inuit Student Education Resources Alberta Educators](#)

To Achieve our Education Plan we focus on Engagement, Support and Success for each learner

Our Vision

Engagement, Support and Success for Each Learner.

Our Mission

Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them.

Our Commitments for Optimum Student Learning



Our Priorities

Engagement: Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.

Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.

Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.

Engagement

Support

Success

Local and Societal Context

Learning Supports

Student Growth and Achievement

Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.



Governance

Teaching and Leading

Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.



Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
Goal 1 Advance stakeholder engagement and communication	Strategic Plan Stakeholder Engagement and Communications	Goal 1 Advance wellness and well-being	Strategic Plan Wellness and Well-being	Goal 1 Advance innovation and design	Strategic Plan Innovation and Design
		Goal 2 Advance our continuum of support	Strategic Plan Continuum of Support	Goal 2 Advance literacy and numeracy	Strategic Plan Literacy and Numeracy
		Vision 2034: Prepared for the Future 		Goal 3 Advance First Nations, Métis and Inuit student success	Strategic Plan First Nations, Métis and Inuit student success
				Goal 4 Advance learning for transfer	Strategic Plan Learning for Transfer
Governance				Teaching and Leading	
Goal 2 Advance evidence-based continuous improvement and assurance	Strategic Plan Continuous Improvement and Assurance			Goal 5 Advance excellence in teaching, learning and leading	Strategic Plan Excellence in teaching, learning and leading

